DOCUMENT RESUME

ED 188 439 FL 010 800

AUTHOR	Setzler, Hubert H., Jr.: And Others
TITLE	05B Radio Specialist Special Forces (Russian). Method for Determining Language Objectives and Criteria, Volume XII.
INSTITUTION	Development and Evaluation Associates, Inc., Syracuse, N.Y.
SPONS AGENCY	Defense Language Inst., Monterey, Calif.
REPORT NO	A005-WU-35114
PUB DATE	25 May 79
CONTRACT	DAAG39-77-C-0197
NOTE	125p.: For related documents, see FL 010 789-802.
AVAILABLE FROM	Defense Language Institute, Foreign Language Center, Nonresident Instruction Division, Presidio of Montery, CA 93940
LANGUAGE	English: Russian
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Communicative Competence (Languages): Educational Objectives: Higher Education: Instructional Systems: Languages for Special Purposes: Language Usage: Military Personnel: Occupational Information: *Radio: *Russian: *Second Language Instruction: *Skill Analysis: Systems Analysis: Systems Development: *Training Objectives
IDENTIFIERS	*Defense Language Institute CA: Language Skilled People

ABSTRACT

The position of radio specialist for special forces as performed in Russian is described in terms of terminal skill objectives (TSOs) and enabling objectives (EOs). This analysis is part of the communication/language objectives-based system (C/LOBS), which supports the front-end analysis efforts of the Defense Language Institute Foreign Language Center. The C/LOBS project, which is described in 13 volumes and an executive summary, functions as a subsystem of the instructional systems development approach currently in use in the TRADOC school system. Five job/duty positions and three languages were selected for field testing and system validation. This volume presents the results of the task analysis of Russian language requirements for radio specialist. The job tasks of this position use two communicative activities, briefing and teaching. These two communicative activities form the basic organizational scheme for the EOs. When the TSOs are mapped on the ECs either "briefs" or "teaches" provide organized and developed communicative strategies leading to mastery of the specific TSOs. The language functions critical to communicative task performance are referenced in the TSOs and the EOs. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED188439

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Defense Language
Institute
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

VOLUME XII

05B RADIO SPECIALIST SPECIAL FORCES (RUSSIAN)

A study conducted under contract number
DAAG39-77-C-0197
for
The Defense Language Institute Foreign Language Center

May 1979

DEVELOPMENT & EVALUATION ASSOCIATES, INC.

Midtown Plaza, 700 East Water Street, Syracuse, New York 13210

FL010800

Report A005-WU 35114

METHOD FOR DETERMINING LANGUAGE OBJECTIVES AND CRITERIA

VOLUME XII
05B RADIO SPECIALIST SPECIAL FORCES (RUSSIAN)

Contract Monitor

Francis A. Cartier, DLIFLC

Authors

Hubert H. Setzler, Jr. (PI)
Judith A. Trabert
Clem Chow
Betty Feng
Nicholas Karateew
Ann Birdseye Reeves

Development & Evaluation Associates, Inc.
Syracuse, New York

25 May 1979

FINAL REPORT OF RECOMMENDATIONS

Monitoring Agency:

HARRY DIAMOND LABORATORIES
2800 Powder Mill Road
Adelphi, MD 20783

Controlling Agency:

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER
Presidio of Monterey, CA 93940

The views and conclusions contained in this document are those of the authors and should not be interpreted as necessarily representing the official policies, either express or implied, of the Defense Language Institute Foreign Language Center or the United States Government.

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER A005-WU35114 (XII)	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Method for Determining Language Training Objectives and Criteria: Final Report of Recommendations, VOL XII 05B Radio Specialist Special Forces (Russian)		5. TYPE OF REPORT & PERIOD COVERED Final Report of Recommendations May 1979 6. PERFORMING ORG. REPORT NUMBER 77-106-03 (XII)
7. AUTHOR(s) Hubert H. Setzler, Jr.; Clem Chow, Betty Feng, Nicholas Karateew, Ann Birdseye Reeves, Judith A. Trabert		8. CONTRACT OR GRANT NUMBER(s) DAAG39-77-C-0197
9. PERFORMING ORGANIZATION NAME AND ADDRESS Development & Evaluation Associates, Inc. Midtown Plaza, 700 East Water Street Syracuse, New York 13210		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS DLI Work Unit 35114
11. CONTROLLING OFFICE NAME AND ADDRESS Department of the Army Harry Diamond Laboratories 2800 Powder Mill Rd., Adelphi, MD 20783		12. REPORT DATE May 1979 13. NUMBER OF PAGES 61
14. MONITORING AGENCY NAME & ADDRESS(if different from Controlling Office) Defense Language Institute Foreign Language Center Presidio of Monterey, CA 93940 Project Monitor: F. A. Cartier		15. SECURITY CLASS. (of this report) Unclassified 15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Distribution unlimited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) 05B Radio Specialist; Special Forces; Russian ,Terminal Skill Objectives, Enabling Objectives, Mapping Sheets.		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This volume presents the Terminal Skill Objectives, Mapping Sheets, and Enabling Objectives for 05B Radio Specialist Special Forces as performed in the Russian language.		

TABLE OF CONTENTS

TSO 05B.SF/S.3.01/RU Briefs on Communications Security. . . . . .XII- 3

TSO Map 05B.SF/S.3.01/RU XII-11

TSO 05B.SF/C.8.01/RU Teaches Communication Methods. XII-12

TSO Map 05B.SF/C.8.01/RU XII-24

TSO 05B.SF/C.8.02/RU Teaches Communication Nets XII-25

TSO Map 05B.SF/C.8.02/RU XII-33

TSO 05B.SF/C.8.03/RU Teaches Communication Factors. XII-34

TSO Map 05B.SF/C.8.03/RU XII-41

EO Set for "BRIEFS". XII-42

EO Set for "TEACHES" XII-53

05B RADIO SPECIALIST, SPECIAL FORCES

The Special Forces 05B Radio Specialist has a wide range of duties requiring a number of specialized skills. A foreign language skill is required in the performance of some of his duties and tasks.

Language Requirements

The Special Forces 05B Radio Specialist uses language in face-to-face conversation for basic survival, social intercourse with members of the G Force, instructing, and advising. Aside from immediate survival language, the capability to communicate as an instructor and advisor is paramount.

As an advisor/instructor, the 05B Radio Specialist tailors the content, organization, and training or briefing techniques to meet the characteristics of his group. When training communications security officers or communications technicians, the 05B makes liberal use of schematics, TO/Es, and line drawings. Platform lectures and formal briefings are the exception; not the rule.

Communicative Tasks

The priority job tasks requiring language are concerned with briefing commanders on their responsibilities for communication security and training other G Force members in communications methods, factors, and nets. These job tasks use two communicative activities: "BRIEFS" and "TEACHES".

"BRIEFS" covers both information and decision briefings. In an unconventional warfare environment these briefings are much less formal than in a traditional military or governmental setting. Much of any briefing tends to be memorized prior to delivery. In the case of Special Forces, a number of questions, answers, concerns, and explanations can be expected. "TEACHES" probably demands

a slightly higher capability with language because of the number of verbal interactions that occur during training and the need for explanatory clarity about technical subjects. These two communicative activities, "BRIEFS" and "TEACHES" form the basic organizational scheme for the Enabling Objectives (EOs). When the Terminal Skill Objectives (TSOs) are mapped on the EOs, either "BRIEFS" or "TEACHES" provide organized and developed communicative strategies leading to mastery of the specific TSOs.

Language Functions

The language functions critical to communicative task performance are referenced in the TSOs and the EOs. Example elements in Russian are listed in the Russian Functions Catalog.

TERMINAL SKILL OBJECTIVE

No. 05B.SF / S.3.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operation
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS		STATEMENT
Role	Advisor	The student in the role of "ADVISOR" "BRIEFS" others in the Russian language in a face-to-face situation
Com Act	Briefs	on a group or individual basis on the responsibilities of commanders and their staffs for communications
Audience	Group/Individual	security in developing a communications program, conducting communications training, and monitoring commu-
Topics	Security, Communications	nications for the purpose of producing leaders who are security conscious.
Purpose	Security consiciousness	

CONDITIONS

PREPARATION TIME: 4 hours

Materials/Equipment: dictionary, glossary of military terms, textbooks

PERFORMANCE TIME: 15 min.

Materials/Equipment: blackboard and chalk, 1 to 3 persons acting as a commander and staff

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will conduct a briefing using key vocabulary and language functions as defined in T.04 & T.05 of this task. The concepts of security, communications program, and training program must be transmitted in the Russian language. Five questions asked by the commander must be answered correctly.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	x military
x 2.0 Intell Att	__ technical
__ 3.0 Emo Att	__ other ___
__ 4.0 Suasion	___ ___
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 05B.SF / S.3.01 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Advice to the commander and his staff The student will play the role of an advisor. He will be speaking to a commander and his staff. He will tell them about the responsibilities of the commander and his staff with respect to communication.	Совет командиру и его личному составу штаба	5.5.1 introduce oneself 3.7 express inte intention 6.2 sequence communication 6.3 refocus/adjust communication	The student will gain attention.
SECURITY Constant analysis and evaluation of communications is absolutely necessary. Methods of communications must be changed to meet operational priorities. Whenever possible, electronic methods of communication are not used. Radios and telephones are rarely used. Commanders must assume that the enemy intercepts every signal.	Обеспечение скрытности работы средств связи постоянный анализ и оценка связи средства связи порядоч срочности когда возможно, электрические средства связи радио телефоны предполагать, что противник перехватывает каждый сигнал	1.1 identify 1.2 state factual information 3.10 importance	The student will state the reason/ need for a COMSEC briefing.
SYSTEMS OF COMMUNICATION Internal Communications Direct communication between all groups is not possible. Direct communication, for security reasons, is not desirable.	Системы связи внутренняя связь непосредственная связь обеспечение	1.1 identify 1.2 state factual information	The student will provide background on systems of communication. (Direct communication should never be used, if the unit is to maintain its operations.)

TSO No. 05B SF / S.3.01 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Direct communication is difficult because of:			
physical distance separate activities limited means of communication	расстояние, дистанция отдельные действия ограниченные средства связи	2.12.1 difficulty	The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.
Commanders should use messengers, visual signals, and audible signals.	посыльный, зрительные звуковые сигналы	1.1 identify 1.2 state factual information	
Operations and coordination are done at periodic meetings or visits.	операция взаимодействие		
Auxiliary Groups	вспомогательные группы		
Auxiliary groups are freer than querrilla forces.	партизанский отряд		Auxiliary groups are freer in movement only.
Auxiliary groups are highly compartmented. Therefore, communication with them is difficult at the command level.	жить совершенно изолированно от других отделов командные инстанции		Communication is usually impossible or forbidden, not just difficult
Auxiliary groups can establish courier routes and provide courier service.	курьерский маршрут курьерская служба	2.5.1 capability	
Underground	подполье		подпольные ячейки - underground cells
There should be only limited contact with the underground at the command level.	ограниченное соприкосновение		
Those who work in the underground are always worried about all forms of security.	работать в подполье безопасность, охранение, и обеспечение		
External Communications	внешняя связь	1.1 identify 1.2 state factual information	
Control and support. Special Forces will supply these. Special Forces will ensure supplies and	управление и поддержка снабжение		

TSO No. 05B.SF / S.3.01 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

XII-S

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
assistance.	помощь		
Link-up communications. After the area is in friendly hands, radiotelephone will probably be used to coordinate tactical operations.	соединительная связь радиотелефон		
Radiocommunications. Still the commander must assume that the enemy intercepts every signal.	радиосвязь		
Preparation and supervision of training programs.	подготовка и контроль тренировки		
(The student will brief the commander and his staff on a communications program and training.)			The student will provide information on communications programs.
COMMUNICATIONS PROGRAM	программа связи		
The communications program should use messenger, visual, and audible signals only.	посыльный зрительные сигналы звуковые сигналы		Audible signals are rarely desirable.
The communications network should follow a chain of command.	командные инстанции		
The communications officer will be busy and should have no other duties.	начальник связи занятый обязанности		
The commander is always responsible for security. His communications officer should be a most trusted person.	ответственный за обеспечение (охранения) благонадёжный		
TRAINING PROGRAM	программа подготовки		
The training program should stress:			
security messenger, visual and audible systems	обеспечение посыльные, зрительные, и звуковые системы		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
organized cells and the chain of command MONITORING THE COMMUNICATIONS NET The commander is responsible for constant monitoring of the communications net. Loose talk is dangerous. Enemy agents try to get into the communications system first.	организованные ячейки и командные инстанции следить за работой сети связи болтливость тайный агент	4.5 warnings	The student will provide guidance on monitoring. *This is an information briefing. The student will give a brief summary and answer five questions.

LPM Functional Indices for "BRIEFS"

XII-8

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.4.1 possibility	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.4.2 impossibility	3.1.2 displeasure/ disliking	4.2 requests		6.2 sequence communications
	2.5.1 capability	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.5.2 incapability	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.12.1 difficulty	3.7 intention			
	2.12.2 ease	3.10.1 importance			
	2.13 belief/opinion	3.10.2 unimportance/ indifference			

T.04

LPM Vocabulary Indices for TSO No. 05B.SF / S.3.01 / RU

Crit	English	Target Language: RUSSIAN
[x]	advice	совет
[x]	assistance	помощь
[ ]	assume	предполагать/предположить
[x]	audible signals	звуковые сигналы
[ ]	audible system	звуковая система
[x]	auxiliary groups	вспомогательные группы
[x]	be highly compartmented	жить совершенно изолированно от других отделов
[ ]	busy	занятый
[x]	chain of command	командные инстанции
[ ]	command level	командная инстанция
[x]	commander	командир
[x]	communications officer	начальник связи
[x]	communications program	программа связи
[ ]	constant analysis	постоянный анализ
[x]	control	управление
[x]	control of training	контроль тренировки

Crit	English	Target Language: RUSSIAN
[x]	coordination	взаимодействие
[x]	carrier routes	курьерский маршрут
[x]	courier service	курьерская служба
[x]	direct communication	непосредственная связь
[x]	distance	дистанция, расстояние
[x]	electronic methods	электронные средства
[ ]	evaluation	оценка
[x]	external communications	внешняя связь
[x]	querrilla forces	партизанский отряд
[x]	intercept	перехватывать
[x]	internal communications	внутренняя связь
[x]	limited contact	ограниченное соприкосновение
[x]	limited means	ограниченные средства
[ ]	link-up communications	соединительная связь
[ ]	loose talk	болтливость
[x]	messenger system	посыльная система

XII-9

Crit	English	Target Language: RUSSIAN
[x]	messengers	посыльные
[x]	methods of communication	средства связи
[x]	monitor the communications net	следить за работой сети связи
[ ]	operation	сперация
[ ]	operational priorities	порядок срочности
[x]	organized cells	организованные ячейки
[x]	preparation	подготовка
[x]	radio	радио
[x]	radio communications	радиосвязь
[x]	radiotelephone	радиотелефон
[x]	responsible for security	ответственный за обеспечение
[ ]	secret agent	тайный агент
[x]	security	безопасность
[ ]	security	обеспечение
[x]	security	охранение
[ ]	separate activities	отдельные действия
[ ]	staff	личный состав штаба
[x]	supplies	снабжение
[x]	support	поддержка
[x]	system of communication	система связи
[x]	telephone	телефон
[x]	training program	программа подготовки
[x]	underground	подпольная организация, подполье
[x]	visual signals	зрительные сигналы
[ ]	visual system	зрительная система
[ ]	work in the underground	работать в подполье
[ ]		
[ ]		
[ ]		
[ ]		

TSO Map

TSO 05B.SF / S.3.01 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA (1) 2 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Brief S.3/ 1-6

Functions Catalog: Russian

Rolebooks: Advisor (Russian)

Special Vocabulary: See TSO 05B.SF/S.3.01/RU: T.04

Technical Documents: FM 31-21 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

24

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "BRIEFS"

STATING THE PROBLEM (NEED OR REASON) Gain attention 3.7/5.1/5.5.1/6.1.1/6.2/6.3 Clarify/State the problem 1.1/1.2/2.1.1/2.1.2/2.6/2.7.1/2.7.2/2.11/3.10.1	RECOMMENDING REQUIRED ACTIONS 4.1/4.4/4.5/4.7/2.4.1/2.4.2/2.5.1/2.5.2/2.12.1/2.12.2/2.13/3.2.1/3.2.2/3.11
INTRODUCING KEY TERMS Define required terms 1.1/1.2/2.6 Provide special definitions 1.1/1.2	PROVIDING COMMUNICATIVE GUIDANCE Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.7.1/2.7.2/2.12.1/2.12.2/2.13/3.5/3.9.1/3.10.1/3.10.2 Monitor presentation 6.4/6.5/6.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 2.10.1/2.10.2/3.2.1/4.7/4.1/4.2/4.4/4.5 Close 5.10
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION Order events chronologically 1.1/1.2/6.2 Order events according to significance 1.1/1.2/2.6/2.8/2.13/3.2.1/3.10.1/3.10.2/6.2	
LISTING ALTERNATIVE SOLUTIONS Report optimal alternative 1.1/1.2/2.5.1/2.6/3.2.1/3.6/3.9.1 Report other alternatives 1.1/1.2/2.5.1/2.5.2/3.2.1/3.2.2/3.9.1/3.9.2	

25

XII-11

TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.01 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Communications methods
Purpose	Train comm specialists

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the different methods of communication by describing the advantages and disadvantages of wire, radio, messenger, visual, audible, and animal communications for the purpose of training communications specialists.

CONDITIONS

PREPARATION TIME: 4 hours

Materials/Equipment: dictionary, technical terms, FM 31-20

PERFORMANCE TIME: 20 min.

Materials/Equipment: chalkboard and chalk, 1-5 persons acting as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communication methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 05B.SF / C.8.01 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

Page 1 of 7

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Selecting Methods of Communication			The student will gain the attention of the group.
		5.1 greet 5.5.1 introduce oneself	
Good day. I am your instructor for this lesson. My name is _____.			The student will attempt to motivate the group.
Now we are going to talk about communications. We must decide what means of communication are best for our area of operations. There are five methods of communication available to us within the Guerilla force:	коммуникация, связь средства связи организация связи	3.7 express intention	
Messenger Communication	связь посыльными	6.2 sequence communications	The student will follow the steps in the Enabling Objectives sequence (see EO C.8.1 thru C.8.4).
Wire Communications	проводная связь		
Visual Signals	зрительная сигнализация		
Sound Signals	звуковая сигнализация		
Animals	животное		Animals are probably not a good idea. They are, however, a possible option.
Two additional methods that we can use are the radio and local communication systems.	способ, метод радио местная система коммуникации		
Communications within our area will			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
depend on a number of things: the size	численность	1.1 identify 1.2 state factual information	Supplementary vocabulary
of our Guerilla force; the activities			comm officer начальник связи
of the enemy force; and our proficiency	специальная подготовка	6.1.1 interrupt	comm platoon взвод связи
with the various methods of communication.		1.1 identify 1.2 state facts	message center пункт сбора, ПС
Messenger	посыльный		message relay point промежуточный пункт связи
The primary method of communication			comm net сеть связи
for a Guerilla force is the messenger.			
The messenger has five advantages:	преимущество		
A messenger is very good security against	хорошая защита от нарушения обеспечения		counter intelligence контрразведка
security violations. This means that the			countersign пароль, пропуск
other forces cannot intercept our signals	перехватывать		supply service служба снабжения
easily.			supply system система снабжения
A messenger can memorize messages.	заучивать наизусть	2.5.1 capability	intelligence service разведывательная служба
A messenger can carry a clean text.	текст		intelligence obtained материал добытый разведкой
The text does not have to be in code.	за кодированный		intelligence net сеть связи органов разведки
Therefore, the message can be sent quickly.			
A messenger can carry several messages			security безопасность, охранение
at one time for different units or missions			security measures меры обеспесения

TSO No. 05B.SF / C.8.01 / RU

TSO

EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The messenger is a secure means of communication. Security is the most important consideration. The radio, although faster than a messenger, is more easily compromised. It is not as secure. The radio can be intercepted or jammed by the other forces. The advantage of speed must be balanced against the criticality of security. When we do use the radio, we must consider the kind of text and how long it will take the enemy to react, if they intercept it. For example, just before a raid a message may be intercepted by the enemy, but the enemy would not have enough time to react effectively. Another problem with the radio is training and maintenance. Personnel must be trained to use the radio. Spare parts and batteries are	способ связи, средства связи срывать, компрометировать перехватывать создавать активные радиопомехи радиодонесение подготовка техническое обслуживание и ремонт запасная деталь батарея запасная часть	4.5 warnings 4.6 instructions/ directions/ commands	radio net радиосеть countermeasure противомера grid system сеточный контур monitor (radio) включаться в радосеть для поверки применика, подслушивать радио-передачи, вести радиоперехват

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
often hard to get. Wire Communications Early in our Guerilla operations the telephone can be used extensively. Between an outpost and the base command is an example. During an ambush the telephone can be used to warn of an approaching convoy or train. This particular phone can be used with a single metallic conductor connecting a section of barbed wire fence, an unused telephone line, or even a railroad track can serve as a conductor. The conductor must be insulated from the ground. The other terminal must be connected to a good ground connection (grounded). The use of field phones is safe. On the other hand, the use of the local telephone is not safe. If you have to use the local	проводная связь проволочный связь боевое охранение базовое командование предупреждать колонна, (поезд) проводник колючая проволока телефонная линия рельс, рельсовый путь путь изолирован заземленный полевой телефон безопасный общественный телефон	6.1.1 interrupt 1.1 identify 1.2 state factual information 2.5.1 capability	routine repairs текущий ремонт preventive maintenance профилактический ремонт technical training техническая выучка, техническая подготовка telephone buzzer телефонный зуммер telephone headset телефонный шлем headset наушники telephone wire телефонный провод telephone operator телефонист телефонистка telephone message сообщение по телефону telephone call вызов по телефону telecommunications электросвязь, дальняя связь circuit цепь, линия (связи) receiving circuit цепь поступающего вызова transmitting circuit цепь посылки вызова wire cutter ножницы для резки проволоки wire laying прокладка линии wire telephone проволочный телефон wire system проволочная сеть связи,

TSO No. 05B.SF / C.8.01 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
telephone system, your conversations must sound innocent.	беседа	6.1.1 interrupt	signal flag сигнальный флаг, флажок
Visual Signals	зрительная сигнализация	1.1 identify	signal сигнал, знак
Visuals signals can be used in many ways.	зрительный сигнал	1.2 state factual information	signalman сигнальщик
Use your imagination. Planning for visual			signal gun ракетный пистолет
signals is the important part. Flashlights	карманный фонарь		signal lamp сигнальная лампа
and flashlight signals can be used at	сигнал ручным фонариком		smoke signal дымовой сигнал
night. Sunlight reflected from a mirror	зеркало		
by day. Flashing lights, however, require			The student must be able to explain all technical terms, by providing simple definitions, giving examples and non-examples, and making comparisons.
the learning of a signal code or set	таблица связи		
of signals. Another use of visual signals			
can be as simple as a housewife	хозяйка		
arranging clothes on a clothesline in	белье бельевая веревка		
some predetermined signal to serve as	условный сигнал, преду-		
a warning signal. Light, smoke, fire,	предительный сигнал сигнал оповещения		
or a person walking along a road at a	свет, дым, огонь		
specified time. Normal actions are the			
guide to using visual signals.			

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Another method of visual signals is flags.	флажок	1.1 identify 1.2 state factual information	signal code book сигнальная книга
Signal flags are used for semaphore or	семафор		
WIGWAG. Semaphore is a flag position code.			
The flags are held in different positions			
to indicate different letters of the	буква		
alphabet. WIGWAG is the method of sending	азбука		
Morse code by flags.	азбука Морзе		security patrol охраняющий дозор
Sound Signals	звуковая сигнализация		sentry часовой
Sound signals are an easy and efficient	звуковой сигнал	1.12.1 ease	
communication method. Particularly in			
a raid or ambush, whistles can be used	свистулька		
to coordinate various actions in the			
objective areas. Horns are good warning	рожок		
devices. Another sound signal is the			
booby trap. The booby trap inflicts	ловушка, мина-сюрприз		
casualties upon the enemy as well as warning	потери, раненые		
of enemy approach.			

TSO No. 05B.SF / C.8.01 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Animals Animals are also an effective method of communication. Dogs can be easily trained, they are dependable, and they can carry light loads. However, dogs are more likely to get caught or diverted than another animal--the homing pigeon. Homing pigeons require a few days to acquaint themselves with the new loft area. So if homing pigeons are used, our Guerilla base should be in one place for a fairly long period. Very cold weather also hampers the use of pigeons. These are the methods of communication available to us in our Guerilla environment. Now we shall be develop a plan to set up the most effective communication system for us.	животное собака голубь связи, почтовый голубь голубятня холодная погода	6.1.1 interrupt 1.1 identify 1.2 state factual information 4.5 warnings	Animals are rarely used. The student will provide a complete summary, and review main points.

LPM Functional Indices for "Teaches"

XII-20

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

Crit	English	Target Language: RUSSIAN
☐	advantage	преимущество
☒	alphabet	азбука
☐	animal	животное
☐	barbed wire	колючая проволока
☒	base command	базавое комфндование
☒	battery	батарея
☒	booby trap	ловушка, мина-сюрприз
☒	casualty	потеря
☐	clothes	белье
☐	clothesline	бельевая веревка
☒	cold weather	холодная погода
☒	communication	связь, коммуникация
☒	compromise	срывать, компрометировать
☒	conductor	проводник
☒	conversation	беседа
☒	convoy	колона
☒	countermeasures	противомеры связи
☒	defense	защить
☐	dog	собака

Crit	English	Target Language: RUSSIAN
☒	existing facilities	существующие средства
☒	field phone	полевой телефон
☒	fire	огонь
☒	flag	флажок
☒	flashlight	карманный фонарь
☒	flashlight signals	сигналы ручным фонариком
☐	ground return circuit	однопроводная линия
☐	ground return circuits	однопроводная связь
☒	grounded	заземленный
☐	homing pigeon	голубь связи
☐	homing pigeon	почтовый голубь
☐	horn	рожок
☐	housewife	хозяйка
☒	in code	за кодировфнный
☒	inherent security	свойственный обеспечение
☐	insulated	изолированный
☒	intelligence	разведка

XII-21

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN
[x]	intelligence net	сеть связи разведки
[x]	international Morse code	международный код Морзе
[x]	intercept	перехватывать
[x]	jam	создавать активные радиопомехи
[x]	letter (alphabet)	буква
[x]	light	свет
[x]	local communications	местная система связи
[x]	local phone	общественный телефон
[ ]	loft (for pigeons)	голубятня
[x]	maintenance	техническое обслуживание и ремонт
[x]	means of communication	средства связи
[ ]	memorize	заучивать наизусть
[x]	messenger	посыльный
[x]	messenger communication	связь посыльными
[x]	method	способ, метод
[ ]	mirror	зеркало
[x]	Morse Code	азбука Морзе
[x]	outpost	боевое охранение
[x]	predetermined signal	условный сигнал
[ ]	proficiency	специальная подготовка
[x]	radio	радио
[x]	radio message	радиодонесение
[ ]	railroad track	рельс, рельсовый путь
[x]	safe	безопасный
[x]	security violation	нарушение обеспечения
[x]	security warning net	радиосеть оповещения
[x]	semaphore	семафор
[x]	signal code	таблица связи
[x]	signal flags	сигнальные флажки
[x]	signal gun	ракетный пистолет
[x]	signal lamps	сигнальные лампы
[x]	size	численность

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.01 / RU

Crit	English	Target Language: RUSSIAN
[x]	smoke	дым
[x]	sound signal	звуковой сигнал
[ ]	sound signals	звуковая сигнализация
[ ]	spare parts	запасная часть
[x]	state of training	положение готовности
[x]	state of training	степень подготовки
[x]	supply net	система снабжения
[x]	telephone	телефон
[ ]	telephone earpiece	наушник, головной телефон
[ ]	telephone earpiece	раковина телефонной трубки
[x]	telephone line	телефонная линия
[x]	text	текст
[x]	train (military)	эшелон
[x]	training	подготовка
[x]	visual signal	зрительный сигнал
[ ]	visual signals	зрительная сигнализация
[x]	warn	предупреждать
[x]	warning signal	предупредительный сигнал
[ ]	whistle	свистулька

Crit	English	Target Language: RUSSIAN
[x]	wigwag	сигнализация флажками
[x]	wire circuits	линия проводной связи
[ ]	wire circuits	проволочные цепи
[x]	wire communications	проводная связь
[ ]	wounded	раненый
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		
[ ]		

TSO Map

TSO 05B.SF / C.8.01 / RU

M.01

XII-24

RECOMMENDED TRAINING SEQUENCE

NA 1 2 (3) 4 5 6 7 8 9 10

SEQUENCE TYPE

- ☑ linear
- ☐ hierarchical
- ☐ solitary

PRIMARY DECISION FACTOR

- ☑ job criticality
- ☐ dependent relationship
- ☐ independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor(Russian)

Special Vocabulary: See 05B.SF/C.8.01/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.02 / RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data? DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Communication nets
Purpose	Training communications specialists

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the types of communications nets used by guerrilla forces by describing internal and external communications nets, their functions, and uses for the purpose of training communications specialists.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
1 hour	15 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 31-20	chalkboard and chalk, 1-5 persons to act as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communicative methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	See T.04

TSO No. 05B.SF / C.8.02 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
TYPES OF COMMUNICATION NETS The student will teach staff members the two types of communication nets. As an advisor, the student will brief the commander on the importance of an internal security net. Lateral Net The guerrilla communications net is mainly a support net. Direct support. Support personnel work almost all the time. Therefore, the communications officer should have no other duties. He and the commander are responsible for security. The lateral net will be used to coordinate with the other units, obtain supplies, and support all normal activities. The net should be made up of individual groups. Each group should be an isolated unit. There is a definite procedure (line) of communication.	типы сетей связи советник сеть связи по фронту, локтевая связь сеть партизанской связи непосредственная поддержка начальник связи обязанности обеспечение согласовывать действия предметы снабжения нормальные действия жить совершенно изолированно от других отделов приёмы	5.1 greet 5.5.1 introduce oneself 3.7 express intention 6.2 sequence communication 6.3 refocus/adjust communication 1.1 identify 1.2 state factual information 6.1.1 interrupt	The student will gain attention, motivate, and state the objectives of the lesson. (The two types of communication nets.) The student will follow the steps in the Enabling Objectives (see EO C.8.1 - EO C.8.9)

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
This chain of command includes emergency procedures. A communications unit may only contact its authorized unit. This makes it difficult for a compromise of security.	командные инстанции порядок действия в чрезвычайной обстановке штатный		The student must be able to explain all technical terms by providing simple definitions, giving examples and non-examples, and making comparisons.
The student shows a diagram of a communications net. The diagram points out the order, direction, and authorization for communications activity within the net.		6.1.1 interrupt 1.1 identify 1.2 state factual information	
Security Warning Net	сеть оповещения		
This communications net is one direction only.	односторонняя связь		
The subordinate reports to his superior, who, in turn, reports to his superior.	подчиненный вышестоящий начальник докладывать		
This net is used:			
to warn of enemy approach	предупреждать о подходе противника		
for intelligence	для разведки		
to move large bodies of troops	передвижение войск		
The communications observer observes enemy	наблюдатель		

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
activity. He must report to his superior with an enemy contact report. This report includes:	действие противника донесение об обнаружении противника	2.8 obligation	
Size	численность/размер		The student will be able to define the parts of an enemy contact report and give examples and non-examples.
Activity	действие		
Location/Direction	местоположение/направление		
Uniform	форма		
Time	время		
Equipment	оборудование		
Internal Net The student, as an advisor, takes the commander aside and briefs him on the need for an internal security net. Purpose: to provide security for G-force commander and his staff.	внутренняя связь	6.1.1 interrupt 1.1 identify 1.2 state factual information	
This net consists of signals or words known only to the commander and his staff. When anyone within this net gives a particular signal or says a particular word or phrase, it is a warning.	сигнал слово командир и его личный состав штаба фраза, выражение предупреждение		

TSO No. 05B.SF / C.8.02 / RU

■ TSO

▱ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
The members of the internal net then know that:		1.1 identify 1.2 state factual information	
the situation is dangerous and they should leave	опасный		The student will give a brief summary comparing a lateral net with an internal. The student will emphasize similarities and differences.
a compromise of security has taken place	срыв обеспечения	6.2 sequence communication	
a particular member of the force is an enemy agent	член тайный агент		

LPM Functional Indices for "Teaches"

XII-30

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes	2.3.1 remembering	3.1.1 pleasure/liking	4.1 suggests		6.1.2 acknowledge interruptions
1.2 state factual information	2.3.2 forgetting	3.1.2 forgetting	4.2 requests		6.2 sequence communication
	2.4.1 possibility	3.2.1 satisfaction	4.5 warnings		6.3 refocus and/or adjust communication
	2.4.2 impossibility	3.2.2 dissatisfaction	4.7 corrections		6.9 request questions and/or comments
	2.5.1 capability	3.3.1 fear			
	2.5.2 incapability	3.3.2 worry			
	2.6 need	3.7 intention			
	2.8 obligation	3.9.1 approval			
	2.12.2 ease	3.9.2 disapproval			
	2.13 belief/opinion	3.10.1 importance			
		3.10.2 unimportance/ indifference			

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.02/ RU

Crit	English	Target Language: RUSSIAN
☐	activity	действие
☒	advisor	советник
☒	authorized	разрешенный
☐	authorized	штатный
☒	be an isolated unit	жить совершенно изолированно от других отделов
☒	chain of command	командные инстанции
☒	commander	командир
☒	communications officer	начальник связи
☒	compromise of security	срыв обеспечения
☒	coordinate	согласовывать действия
☒	dangerous	опасный
☒	direct support	непосредственная поддержка
☒	direction	направление
☒	duty	обязанность
☒	emergency procedures	порядок действия в чрезвычайной обстановке
☒	enemy activity	действие противника
☒	enemy contact report	донесение об обнаружении противника
☒	equipment	оборудование
☐	expression	выражение
☒	guerrilla comm net	сеть партизанской связи
☒	intelligence	разведка
☒	internal net	внутренняя связь, внутренняя сеть связи
☒	lateral net	локтевая связь, локтевая сеть связи
☒	location	местоположение
☐	member	член
☒	normal activities	нормальные действия
☒	observe	наблюдать
☒	one direction communication	односторонняя связь
☐	phrase	фраза
☒	procedure	порядок действия
☒	report	докладывать
☒	secret agent	тайный агент

XII-31

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.02 / RU

Crit	English	Target Language: RUSSIAN	Crit	English	Target Language:
[x]	security	обеспечение	[ ]		
[x]	secret warning net	сеть оповещения	[ ]		
[x]	signal	сигнал	[ ]		
[x]	size	численность, размер	[ ]		
[x]	staff	личный состав	[ ]		
[x]	subordinate	подчиненный	[ ]		
[x]	superior	вышестоящий начальник	[ ]		
[x]	supplies	предметы снабжения	[ ]		
[x]	time	время	[ ]		
[x]	uniform	форма	[ ]		
[x]	warn of enemy approach	предупреждать о подходе противника	[ ]		
[x]	warning	предупреждение	[ ]		
[ ]	word	слово	[ ]		
[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		
[ ]			[ ]		

TSO Map

TSO 05B.SF / C.8.02 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 (2) 3 4 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8/ 1-4

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 05B.SF/C.8.02/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT	PROVIDE COMMUNICATIVE GUIDANCE
Gain attention 3.7/5.5.1/6.1.1/6.2/6.3 Motivate 2.6/2.8/3.1.1/3.4/3.10.1/4.1 State learning objectives 1.1/1.2 Provide overview of activities and/or procedures 1.1/1.2/3.7 Explain evaluation 2.8/2.5.1/2.5.2/3.2.1/3.2.2	Encourage questions 6.9 Answer questions 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7 Acknowledge emotional attitudes 3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2 Provide supportive correction; recommend; caution 3.2.1/4.1/4.2/4.5/4.7
DEVELOPING THE SUBJECT Identify/define main points 1.1/1.1/3.10.1 Explain/support main points 1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6	
CONCLUDING THE LESSON Recall main points 1.1/1.2/2.3.1/2.3.2 Recommend courses of action 2.6/2.8/3.10.1/4.1/4.4/4.6/4.7	

TERMINAL SKILL OBJECTIVE

No. 05B.SF / C.8.03/ RU

DOCUMENTATION: FM 31-21 Special Forces Operations
FM 31-20 Special Forces Operational Techniques
Task Analysis, 10th SFG, Ft. Devens
Interview/Survey Data: DLI Work Unit 35114

COMMUNICATIVE TASK

COMPONENTS	
Role	Instructor
Com Act	Teaches
Audience	Group/Individual
Topics	Communications factors
Purpose	Train comm specialists

STATEMENT

The student in the role of "INSTRUCTOR" "TEACHES" others in the Russian language in a face-to-face situation on a group or individual basis the factors and criteria for selecting the appropriate communications methods in an unconventional warfare environment for the purpose of training communications specialists and staff.

CONDITIONS

PREPARATION TIME	PERFORMANCE TIME
2 hours	10 min.
Materials/Equipment	Materials/Equipment
dictionary, technical terms, FM 31-20	chalkboard and chalk, 1-5 persons as trainees

REGISTER

Speech	Print
__ techno-jargon	__ technical
__ formal	__ literary
x colloquial	__ informal

MacroSTANDARDS

DESCRIPTION The student will present an informal lesson on communication methods. The lesson will be interrupted with a question on each subtopic. The student will answer each question correctly.

LPM INDICES

Functions	Vocabulary
x 1.0 Fact Info	__ military
x 2.0 Intell Att	x technical
__ 3.0 Emo Att	__ other ___
x 4.0 Suasion	
__ 5.0 Soc Rit	
__ 6.0 Man Comm	

See T.04

TSO No. 05B.SF / C.8.03 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

T.02

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Identification of appropriate communications methods:	Определение соответствующих систем связи	5.1 greet 5.5.1 introduce oneself	The student will gain attention, motivate, and state the objective of the lesson.
The Critical Factors The student will explain the factors in identifying the appropriate communications methods according to the following outline or equivalent:	угрожающие факторы	1.1 identify 1.2 state factual information	
ENEMY COUNTERMEASURES (COMMUNICATION)	радиоразведка	2.5.1 capability	The student will develop main points of Enemy Countermeasures.
Electronic Countermeasures (ECM) The enemy can jam, monitor, or locate guerrilla units when electronic means of communication are used. This means no radio or telephonic communications.	радиопротиводействия создавать активные помехи следить за работой сети обнаруживать партизанские группы радиосвязь или телефонная связь		
Enemy has radio direction finders, jamming equipment, and the ability to monitor both radio and telephone communications.	радиопеленгаторы средства для активных помех	1.1 identify 1.2 state factual information 2.5.1 capability	*The student must be able to define all technical terms by providing simple definitions, giving examples, and non-examples, and making comparisons.
The enemy has air reconnaissance. They can see antennae, personnel movement, and equipment. Enemy agents always try to become part of the	воздушная разведка антенна, движение личного состава и снаряжение тайный агент	1.1 identify 1.2 state factual information 2.5.1 capability	

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
communications network.	сеть связи		
Patrols can locate communication centers. They can destroy them or observe in secret.	патруль, разведывательная группа уничтожить наблюдать скрыто	2.5.1 capability	
The enemy has many intelligence analysts.	специалист по анализу данных разведки	1.1 identify	
Existing Facilities The student will report on existing facilities by discussing such factors as the following:	существующие средства	1.1 identify 1.2 state factual information	The student will develop the main points of existing facilities. This means that a previous inspection of facilities has been made. A realistic write-up of existing facilities should be given the student prior to lesson preparation.
trained personnel			
local terrain features			
electronic communications equipment	электрические средства		
radio	радио		
ground return circuits	однопроводная линия		
field phones	полевой телефон		
other communications equipment			
signal flags	сигнальный флажок		
flashlights	фонарик		
signal lamps	сигнальная лампа		
messengers	посыльный		
whistles	свистулька		
horns	рожок	4.1 suggest 4.5 warn	The student will recommend changes or modifications in existing facilities.

TSO No. 05B.SF / C.8.03 / RU

■ TSO

□ EO

NA 1 2 3 4 5 6 7 8 9 10

TASK SCENARIO	KEY TERMS Vocabulary Items	FUNCTIONS Major Descriptors	COMMENTS Culture/References/Supplements
Signal Support Special Forces will provide all electronic communications. We shall obtain supplies and support from higher headquarters.	обеспечение техническими средствами связи электронная связь снабжение поддержка штаб	1.2 state factual information	The student will point out that SF will provide signal support.
State of Training Personnel have all, some, or none of the following:	степень подготовки личный состав	1.1 identify 1.2 state facts 2.5.1 capability 2.6 need 2.13 belief/opinion 4.1 suggest	The student will report on the state of training. (A realistic write-up of the state of training that is compatable with the write-up on existing facilities is also required.) The student will provide a plan for insuring training and mission readiness.
knowledge of communication techniques and procedures	знание способов связи и приёмов		
skill with Morse code, semaphore and code	сноровка в азбуке Морзе, семафоре и других кодах		
motivation for communications work	готовность работать связистом по собственному побуждению		
knowledge of communications networks	знание сетей связи		
knowledge of security measures, precautions, and procedures	меры обеспечения против действий противника, меры предосторожности приёмы		

LPM Functional Indices for "Teaches"

1.0 Factual Information	2.0 Intellectual Attitudes	3.0 Emotional Attitudes	4.0 Suasion	5.0 Elementary Social Rituals	6.0 Managing Communication
1.1 identify objects, persons, processes 1.2 state factual information	2.3.1 remembering 2.3.2 forgetting 2.4.1 possibility 2.4.2 impossibility 2.5.1 capability 2.5.2 incapability 2.6 need 2.8 obligation 2.12.2 ease 2.13 belief/opinion	3.1.1 pleasure/liking 3.1.2 forgetting 3.2.1 satisfaction 3.2.2 dissatisfaction 3.3.1 fear 3.3.2 worry 3.7 intention 3.9.1 approval 3.9.2 disapproval 3.10.1 importance 3.10.2 unimportance/ indifference	4.1 suggests 4.2 requests 4.5 warnings 4.7 corrections		6.1.2 acknowledge interruptions 6.2 sequence communication 6.3 refocus and/or adjust communication 6.9 request questions and/or comments

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.03 / RU

Crit	English	Target Language: RUSSIAN
[ ]	air reconnaissance	воздушная разведка
[x]	antenna	антенна
[ ]	appropriate	соответствующий
[x]	code	код
[x]	communication network	сеть связи
[x]	communication techniques	способы связи
[x]	communication methods	система связи
[x]	communications system	система связи
[ ]	countermeasures	радиоразведка, радиопротиводействие
[x]	critical factor	угрожающий фактор
[ ]	destroy	уничтожать
[x]	electronic communications	электронная связь
[x]	electronic communications equipment	средства электронной связи

Crit	English	Target Language: RUSSIAN
[x]	electronic countermeasures	радиопротиводействие
[x]	equipment	снаряжение
[x]	existing facilities	существующие средства
[ ]	field phone	полевой телефон
[x]	flashlight	фонарик
[ ]	ground-return circuit	однопроводная линия
[x]	guerrilla unit	партизанская группа
[x]	headquarters	штаб
[ ]	horn	рожок
[x]	identification	опознание
[x]	intelligence analyst	специалист по анализу данных разведки
[x]	jam	создавать активные помехи, заглушать
[x]	jamming equipment	средства для радиопомех
[ ]	knowledge	знание
[x]	locate	обнаруживать
[x]	messenger	посыльный

LPM Vocabulary Indices for TSO No. 05B.SF / C.8.03 / RU

Crit	English	Target Language: RUSSIAN
/x/	monitor	следить за работой сети
/x/	Morse code	азбука Морзе
/ /	motivation	собственное побуждение
/x/	movement	движение
/x/	observe in secret	наблюдать в тайне скрыто
/x/	patrol	дозор
/x/	patrol	патруль
/x/	personnel	личный состав
/x/	precautionary measures	меры предосторожности
/x/	procedures	приёмы
/x/	radio	радио
/x/	radio communications	радиосвязь
/x/	radio direction finder	радиопеленгатор
/x/	secret agent	тайный агент
/x/	security measures	меры обеспечения
/x/	semaphore	семафор

Crit	English	Target Language: RUSSIAN
/x/	skill	сноровка
/x/	signal flag	сигнальный флажок
/x/	signal lamp	сигнальная лампа
/x/	signal support	обеспечение техническими средствами связи
/x/	State of Training	степень подготовки
/x/	supplies	снабжение
/x/	support	поддержка
/x/	telephonic communications	телефонная связь
/ /	whistle	свистулька
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		
/ /		

TSO Map

TSO 05B SF / C.8.03 / RU

M.01

RECOMMENDED TRAINING SEQUENCE

NA 1 2 3 (4) 5 6 7 8 9 10

SEQUENCE TYPE

- [x] linear
- [ ] hierarchical
- [ ] solitary

PRIMARY DECISION FACTOR

- [x] job criticality
- [ ] dependent relationship
- [ ] independent relationship

REQUIRED SUPPORT MATERIALS

Enabling Objectives: EO Teach C.8 / 1-4

Functions Catalog: Russian

Rolebooks: Instructor

Special Vocabulary: See TSO 05B.SF/C.8.03/RU: T.04

Technical Documents: FM 31-20 Special Forces Operational Techniques

DESIRED ENTRY BEHAVIOR

"Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to express himself simply with some circumlocutions; accent, through often faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar." Army Regulation 350-20

ENABLING OBJECTIVES: Scope and Sequence Chart

Communicative Activity: "TEACHES"

INTRODUCING THE SUBJECT
Gain attention
3.7/5.5.1/6.1.1/6.2/6.3
Motivate
2.6/2.8/3.1.1/3.4/3.10.1/4.1
State learning objectives
1.1/1.2
Provide overview of activities and/or procedures
1.1/1.2/3.7
Explain evaluation
2.8/2.5.1/2.5.2/3.2.1/3.2.2

DEVELOPING THE SUBJECT
Identify/define main points
1.1/1.1/3.10.1
Explain/support main points
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.6/2.8/3.10.1/4.1/4.5/4.6

CONCLUDING THE LESSON
Recall main points
1.1/1.2/2.3.1/2.3.2
Recommend courses of action
2.6/2.8/3.10.1/4.1/4.4/4.6/4.7

PROVIDE COMMUNICATIVE GUIDANCE
Encourage questions
6.9
Answer questions
1.1/1.2/2.4.1/2.4.2/2.5.1/2.5.2/2.10.2/2.12.1/2.12.2/2.13/3.1.1/3.1.2/3.6/3.10.1/3.10.2/4.7
Acknowledge emotional attitudes
3.1.1/3.1.2/3.2.1/3.2.2/3.3.1/3.3.2/3.10.1/3.10.2
Provide supportive correction; recommend; caution
3.2.1/4.1/4.2/4.5/4.7

ENABLING OBJECTIVE S. 3-1 STATING THE PROBLEM (NEED OR REASON)

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
STATING THE PROBLEM (NEED OR REASON)		If the briefing is classified, a routine statement should be written for the student to memorize.
A. Gain attention		
The student will use the language to gain the listeners' attention by using functions:		The student must have control of such phrases as:
5.1 greet	5.1: 1/2	"May I have your attention, please."
5.5.1 introduce (oneself)	5.5.1: 1/3	"If everyone is ready, let's be seated."
3.7 express intention	3.7: 2-6/8	The student will use the appropriate Rolebook to employ phrases that establishes his/her intended sytle or register.
6.1.1 interrupt	6.1.1: 1/4/6	
6.2 sequence communication	6.2: 1-3/5/6	
6.3 refocus or adjust communication	6.3: 2/4/7/8	
b. Clarify/state the problem/purpose		
The student will be able to state any problem by using functions:		The student must have a facility with such phrases as:
1.1 identify objects, persons, processes	1.1: 1-16	"The problem is as follows...."
1.2 state factual information	1.2: 1/2	"This is the problem before us."
2.1.1 agreement	2.1.1: 1-16	The capability to gain attention and state problems or objectives is used in some form in a variety of SPEAKING and SPEAKING/LISTENING skill activities. It should be thoroughly mastered.
2.1.2 disagreement	2.1.2: 1-6/8/11	
2.6 need	2.6: 1-4/7	

ENABLING OBJECTIVE S.3-1 STATING THE PROBLEM (NEED OR REASON)

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.7.1 certainty	2.7.1: 1-8	
2.7.2 uncertainty	2.7.2: 1-5	
2.11 awareness	2.11: 2	
2.8 obligation	2.8: 2-5/7/9-11	
3.10.1 importance	3.10.1: 1-7	

XII-43

ENABLING OBJECTIVE S.3-2 INTRODUCING KEY TERMS

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING KEY TERMS A. Define required terms The student will define the required terms using functions: 1.1 identify object, persons, processes 1.2 state factual information 2.6 need B. Provide special definitions The student will provide special definitions for terms, labels, concepts by stating verbal definitions, giving examples, giving non-examples, providing comparisons and contrasts, and identifying characteristics of the concept. The student will use functions: 1.1 identify objects, persons, processes 1.2 state factual information	 1.1: 1-16 1.2: 1/2 2.6: 1-4/7 1.1: 1-16 1.2: 1/2	This is a most critical set of communicative acts with respect to description and explanation. The process of transmitting factual information, a factual message, from speaker to listener involving new information conceptually is a necessary learning step in job-oriented communication. This may be best approached by helping the student develop a skill for presenting and teaching concepts. The student must learn to define terms and concepts by: *identifying relevant characteristics of the concept *describe the functions or relations with respect to the concept *provide a verbal definition *give examples of the concept *give non-examples of the concept *provide comparisons and contrasts The student must have a facility with: *if, then constructions *comparative degree constructions using like, similar, opposite of, as as, etc.

ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
REPORTING FINDINGS AND/OR BACKGROUND INFORMATION		
A. Order events chronologically		
The student will order events according to time by using functions:		The student will identify the order as time-based. S/he must have a capability of employing statements of time such as the following:
6.2 sequence communication	6.2: 1/2/3/5/6	"On July, 4th, 1976..."
1.1 identify objects, persons, processes	1.1: 1-16	"On Monday"
1.2 state factual information	1.2: 1/2	"At nine o'clock on Tuesday"
		"After that"
		"The next thing that happened"
		"The next day"
		"Next week"
		"Last year"
		"Two days from now"
B. Order events according to significance		
The student will order information according to importance or significance using the following functions:		The student will identify the ordering as significance-based. For example, "We shall take up four points in order of their impact on this project."
6.2 sequence communication	6.2: 1/2/3/5/6	
1.1 identify objects, persons, processes	1.1: 1-16	The student must learn to develop significance-based orderings in a variety of ways. Orderings can be according to impact, cause and effect, hierarchical, etc.
1.2 state factual information	1.2: 1/2	*If the briefing is a decision briefing, the student will employ EOs S.3.4 and 3.3-5.
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-5/7/9-11	

ENABLING OBJECTIVE S.3-3 REPORTING FINDINGS AND/OR BACKGROUND INFORMATION

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance	3.10.2: 1/4-6/8	
2.13 belief/opinion	2.13: 1-12	

ENABLING OBJECTIVE S,3-4 LISTING ALTERNTATIVE SOLUTIONS

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
LISTING ALTERNATIVE SOLUTIONS		
A. Report optimal alternative		
The student will report that alternative that s/he intends to recommend first. The student will use the following functions:		Briefings do not save the best for last. The optimal solution is given first.
1.1 identify objects, persons, processes	1.1: 1-16	The student will also tell how many alternatives s/he has identified. For example, "I have identified four possible alternatives. First, ..."
1.2 state factual information	1.2: 1/2	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	When giving alternatives always lay out the pros and cons for each alternative.
2.6 need	2.6: 1-4/7	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.6 preference	3.6: 1-5/8	
3.9.1 approval	3.9.1: 1-5	
B. Report other alternatives		
The student will report each alternative including capabilities and incapabilities. The student will use functions:		
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	

ENABLING OBJECTIVE S.3-4 LISTING ALTERNATIVE SOLUTIONS

RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
3.9.1 approval	3.9.1: 1-5	
3.9.2 disapproval	3.9.2: 1-4	

ENABLING OBJECTIVE S.3-5 RECOMMENDING REQUIRED ACTIONS

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "BRIEFS"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
RECOMMENDING REQUIRED ACTIONS The student will recommend required actions, decisions, input. The student will use functions:		The student may also use 3.10.1 importance occasionally. There may be times when the briefer is directly requesting permission to carry out the recommendations personally. This can be expressed using function 2.9.1 request for permission.
4.1 suggests	4.1: 2/4-7/10	
4.4 advise	4.4: 3-13	
4.5 warn	4.5: 2-10	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	
3.11 ...ticipation	3.11: 2-5	
4.7 correction	4.7: 1-10	

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE — RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-4	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	In thought and opinion questions, introductory phrases should be learned such as:
1.2 state factual information	1.2: 1/2	
The student will answer questions requiring the expression of thoughts or opinions by using:		"It is possible that..." "We found it can be done for the following reasons." "That's a good question."
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.7.1 certainty	2.7.1: 1-8	
2.7.2 uncertainty	2.7.2: 1-5	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

ENABLING OBJECTIVE S.3-6 PROVIDING COMMUNICATIVE GUIDANCE — RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.5 surprise	3.5: 2-11	
3.9.1 approval	3.9.1: 1-5	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4-6/8	"Thank you for your attention." "Your input on this matter is sincerely appreciated.
C. Monitor presentation		
6.4 control speed	6.4: 1-7	
6.5 control volume	6.5: 1-10	
6.7 inquire about intelligibility	6.7: 1/2/5-7/11/12	
D. Close		
5.10 gratitude	5.10: 1-6	
E. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/disliking	3.1.2: 1/5-8/11	

XII-51

ENABLING OBJECTIVE S 3-6 PROVIDING COMMUNICATIVE GUIDANCE — RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "BRIEFS"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4-6/8	
F. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
2.10.1 denial	2.10.1: 4/5	
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.4 advice	4.4: 3-13	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	

ENABLING OBJECTIVE C.8-1 INTRODUCING THE SUBJECT

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
INTRODUCING THE SUBJECT A. Gain attention The student will gain attention using the following functions: 5.5.1 introduce oneself 6.1.1 interruption 3.7 express intention 6.2 sequence communication 6.3 refocus or adjust communication B. Motivate The student will motivate the audience by pointing out how the learning will be relevant to their needs, meaningful to their job tasks, or in some other manner proven effective for the target audience. The student will use functions: 2.6 need 2.8 obligation 3.1.1 liking 3.4 hope 4.1 suggest	5.5.1: 1/3 6.1.1: 1/4/6 3.7: 2-6/8 6.2: 1-3/5/6 6.3: 2/4/7/8 2.6: 1-4/7 2.8: 2-5/7/9-11 3.1.1: 1-6 3.4: 1/3 4.1: 2/4-7/10	Open with a saluation, greeting, and introduction. The student should use the appropriate Rolebook as a Job Performance Aid in order to effect the proper style and register through a variety of specific role statements. The student must have command of a number of stock phrases such as: "May I have your attention, please." "If everyone is ready, let's get started." The student will employ with automatic fluency such instructional introductions as: "The objectives for this session are as follows." "There are three objectives for this lesson." "At the end of this session, you should be able to do three things." "Given_____, you should be able to_____." The student must be able to verbally state learning objectives in action hands-on terms in the target language.

XII-53

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1 1-7	
C. State learning objectives		
The student will state learning objectives in behavioral (what the learner will do) terms. S/he will use the following functions:		This overview works as an "advanced organizer" for the steps and activities to be performed by the learner.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
D. Provide overview of activities and/or procedures		
The student will describe in order the events that will take place duringthe presentation or group activities. S/he will use functions:		
1,1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.7 intention	3.7: 3-5	
4.1 suggest	4.1: 2/4-//10	
6.2 sequence communication	6.2: 1/2/3/5/6	
E. Explain evaluation		
The student will describe the reason for evaluation. The process of finding out, if the objectives can or cannot be performed by the audience (learners). It is explained as an obligation on the part of the presenter and the learner. S/he will use functions:		The evaluation should be presented as everyone's responsibility. The evaluation should be viewed as non-threatening.

ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT — RUSSIAN

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
2.8 obligation	2.8 2-7	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

ENABLING OBJECTIVE C.8-2 DEVELOPING THE SUBJECT (RUSSIAN)

SKILL DEVELOPMENT | LINGUISTIC KNOWLEDGES | COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
DEVELOPING THE SUBJECT		
A. Identify/define main points		
The student will identify main points, define them, and give examples and non-examples. S/he will use functions:		EO S.3-2 INTRODUCING KEY TERMS is a supporting objective for this activity.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
3.10.1 importance	3.10.1: 1-7	
B. Explain and support main points		
The student will explain and support main points with statistics, quotes, analogies, and facts. The student will use functions:		This step requires much preparation. A checklist should be used to insure: .adequate support for the objectives or main points .meaningful activities on the part of the learner .explanations adequate for student understanding .clear-cut and logical organization
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4	
2.5.2 incapability	2.5.2: 1-6	
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-7	

ENABLING OBJECTIVE C.8.1 INTRODUCING THE SUBJECT

RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.5 warnings	4.5: 2-10	
4.6 directions/instructions/commands	4.6: 1-5	

ENABLING OBJECTIVE C.8-3 CONCLUDING THE LESSON

RUSSIAN

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
CONCLUDING THE LESSON		
A. Recall main points		
The student will review basic content and essential actions. S/he will use functions:		The main points are recalled and summarized. Learner completes his/her notes.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual information	1.2: 1/2	
2.3.1 remembering	2.3.1: 1-11	
2.3.2 forgetting	2.3.2: 1-6/9/10	
B. Recommend courses of action		
The student will recommend courses of action to be taken based on the content of the lesson. S/he will remotivate the learners. S/he will use functions:		The learner must fully realize the practical value of the lesson. This must become a personal value, on which s/he will base future actions.
2.6 need	2.6: 1-4/7	
2.8 obligation	2.8: 2-5/7/9-11	
3.10.1 importance	3.10.1: 1-7	
4.1 suggestions	4.1: 2/4-7/10	
4.7 correction	4.7: 2-6/9/10	
4.6 directions/instructions/commands	4.6: 1-5	
4.4 advice	4.4: 3-13	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE — RUSSIAN

SKILL DEVELOPMENT — LINGUISTIC KNOWLEDGES — COMMUNICATIVE PRACTICE

MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
PROVIDING COMMUNICATIVE GUIDANCE		This EO is common to "BRIEFS", "DEMONSTRATES", and "TEACHES". Consequently, mastery of providing communicative guidance is a critical EO in general.
A. Encourage questions		
The student will encourage questions during, after, or during and after the presentation. S/he will use:		A number of "human skills" are at play in providing guidance. For special use of style or mood, the student should develop some of his language from the appropriate Rolebook.
6.9 request questions and/or comments	6.9: 1-4	
B. Answer questions		
The student will answer factual questions using functions:		Answering factual questions may require some or all of the strategies employed in S.3-2 INTRODUCING KEY TERMS.
1.1 identify objects, persons, processes	1.1: 1-16	
1.2 state factual questions	1.2: 1/2	In thought and opinion questions, introductory phrases should be learned such as:
2.10.2 affirmation/confirmation	2.10.2: 1/4-7	"It is possible that..."
4.7 corrections	4.7: 1-10	"We found it can be done for the following reasons."
The student will answer questions requiring the expression of thoughts or opinions by using:		
2.4.1 possibility	2.4.1: 1-13	
2.4.2 impossibility	2.4.2: 1-10	
2.5.1 capability	2.5.1: 1-4/6-8/10-12	
2.5.2 incapability	2.5.2: 1-6	
2.12.1 difficulty	2.12.1: 1-3/6-10/12/14	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE (RUSSIAN)

SKILL DEVELOPMENT MacroSTANDARDS Communicative Activity "TEACHES"	LINGUISTIC KNOWLEDGES MicroSTANDARDS (Functional Elements)	COMMUNICATIVE PRACTICE COMMENTS AND ADDITIONAL INFORMATION
2.12.2 ease	2.12.2: 1-8	
2.13 belief/opinion	2.13: 1-12	
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4-6/8	
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.6 preference	3.6: 1-5/8	
4.7 corrections	4.7: 1-10	
C. Acknowledge emotional attitudes		
The student will acknowledge emotional attitudes on the part of questioners using functions:		This part, dealing with emotional attitudes, is especially tricky. It requires much practice, cultural knowledge, and knowledge of the audience.
3.1.1 pleasure/liking	3.1.1: 3-7	
3.1.2 displeasure/dislike	3.1.2: 1/5-8/11	
3.3.1 fear	3.3.1: 1-6	
3.3.2 worry	3.3.2: 1-7	
3.5 surprise	3.5: 2-11	
3.2.1 satisfaction	3.2.1: 5-9/11-13	
3.2.2 dissatisfaction	3.2.2: 1/2/4-8	

ENABLING OBJECTIVE C.8-4 PROVIDING COMMUNICATIVE GUIDANCE

RUSSIAN

SKILL DEVELOPMENT	LINGUISTIC KNOWLEDGES	COMMUNICATIVE PRACTICE
MacroSTANDARDS Communicative Activity "TEACHES"	MicroSTANDARDS (Functional Elements)	COMMENTS AND ADDITIONAL INFORMATION
3.10.1 importance	3.10.1: 1-7	
3.10.2 unimportance/indifference	3.10.2: 1/4/5/6/8	
D. Provide supportive correction; recommend; caution		
The student will employ supportive (non-abrasive) correction, give recommendations, and provide cautions and warnings (generally about safety or procedures) using functions:		This is also an area where human skills play a large part.
3.2.1 satisfaction	3.2.1: 5-9/11-13	
4.1 suggests	4.1: 2/4-7/10	
4.2 requests	4.2: 2/3/5/6/8/10-12/14/15	
4.5 warnings	4.5: 2-10	
4.7 corrections	4.7: 1-10	